
Extended School Year Services

Office of the State Superintendent of Education
Division of Educational Excellence
Training and Technical Assistance
Facilitator:
Charlene Roach-Glymph



Participants will:

- ❑ *Understand the requirements and best practices related to Extended School Year (ESY) service*
 - ❑ *determine whether a student requires ESY services*
 - ❑ *utilize Easy IEP as a tool in the process of determining student's needs for ESY services*
-

Definition of ESY

- *Federal regulations at 34 CFR 300.309(b)*
“...special education and related services that (1) are provided to a child with a disability (i) beyond the normal school year of the public agency; (ii) in accordance with the child's IEP; and (iii) at no cost to the parents of the child; and (2) meets the standards of the SEA.”
-

Definition of ESY (continued)

- *Each public agency shall ensure that ESY services are available as necessary to provide a free appropriate public education (FAPE).*
 - *ESY services must be provided only if a child's individual educational plan (IEP) or family support plan (FSP) team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.*
-

Definition of ESY (continued)

- *In implementing the requirements of this section, a public agency may not*
 - ❑ *limit ESY services to particular categories of disabilities*
 - ❑ *unilaterally limit the type, amount, or duration of those services*
-

Definition of FAPE

- *Federal regulations at 34 CFR 300.13*
“...special education and related services that (a) are provided at public expense, under public supervision and direction and without charge; (b) meet the standards of the SEA, including the requirements of this part; (c) include preschool, elementary school, or secondary school education in the state; and (d) are provided in conformity with an ... IEP...”
-

ESY is not...

- *child care*
 - *respite*
 - *intended to maximize educational opportunity or potential growth*
 - *“one size fits all”*
 - *based on specific area of disability, level of service, or type of placement*
 - *a longer school day*
-

ESY and FAPE

- *The question is **not** “Does the student require ESY services in order to receive FAPE over the summer?”*
 - *The question **is** “Does the student require ESY services in order to receive FAPE during the year, or over time?”*
-

Understanding the Difference Between ESY and Summer School

Summer School	ESY Services
Students, including those with disabilities, attend if they meet the criteria established by the school district.	A student with a disability receives ESY services if the IEP team finds that the student needs specific services beyond the regular 180-day school year.
The focus of instruction is on helping students meet the academic standards for their grade level.	ESY services are determined for each student by the IEP team and may be different than those services provided during the regular school year.
The school district determines the length of summer school sessions.	The IEP team determines initiation, duration, and frequency of ESY services.

Making the ESY Determination

- *For whom?*
 - *Must be **considered** for ALL students with disabilities*
 - *May not be limited by disability category or severity*
 - *May not be based on administrative convenience*
-

Making the ESY Determination

■ *When?*

- *The need for ESY must be considered every year.*
 - *Families and districts need time to plan, so the determination must be made in a timely manner (generally by early- to mid-spring).*
 - *The decision should be made early enough for a family to exercise due process should they disagree with the team's decision.*
-

Making the ESY Determination

- *What kinds of questions can IEP teams ask?*
 - ❑ *Does the student demonstrate a severe disability in one or more areas?*
 - ❑ *Does the student experience significant regression, more pronounced than that of nondisabled peers, in social or adaptive behaviors or learned skills over regularly scheduled school breaks?*
-

Making the ESY Determination

- *Is a significant amount of time and effort, beyond that required by nondisabled peers, needed to assist the student in regaining previously learned behaviors and skills?*
-

Making the ESY Determination

- *If there is no documented history of regression/recoupment problems from prior breaks in instruction, does predictive data, based on the opinion of professionals, indicate that a serious potential for regression exists?*
-

Making the ESY Determination

- *Is the student failing to achieve instructional goals and benchmarks or short-term objectives on the IEP due to the interruption of instruction between school years?*
-

Making the ESY Determination

- *Is the student at a critical stage in development where the window of opportunity will be lost if the student does not receive ESY services?*
 - *Does the targeted skill represent a barrier to continuous progress or self-sufficiency?*
-

Making the ESY Determination

- *Would the benefits derived from extended educational services outweigh the positive benefits of a summer break?*
 - *Have other options that would meet the needs of the student been considered and determined to be of less benefit than ESY services?*
-

Making the ESY Determination

- *Is continuous or year-round treatment an integral part of the methodology deemed necessary for the student?*
 - *Are there unusual circumstances that create a need for ESY services?*
-

Making the ESY Determination

- *Without ESY services in the identified critical life skills, will the student be unable to receive some reasonable level of benefit from his/her educational services during the school year?*
-

Making the ESY Determination

- *Based on what? **The IEP!***
 - ❑ *Clear Present Level of Educational Performance statement*
 - ❑ *Data: direct, on-going assessment of IEP, including benchmarks and short-term objectives (when appropriate)*
 - ❑ *Specially designed instruction and related services provided for the provision of FAPE*
-

Making the ESY Determination

- ***Based on what? The Present Level Statement!***
 - Component 1: Sources of Information
 - includes current data from teachers, parents, therapists, formal and/or informal assessments...
 - Component 2: Effects of the Disability
 - a statement of what the student can and cannot do in a specific area
 - provides the basis for determining annual goals and accommodations
-

Making the ESY Determination

- ❑ ***Based on what? The Present Level Statement!***

Component 2: Effects of the Disability

- ❑ *how does the disability effect involvement or progress in the general curriculum*
 - ❑ *addresses the “unique needs” of the student, identifying why the student needs special education and related services*
-

Making the ESY Determination

- ❑ ***Based on what? The Present Level Statement!***

Component 3: Priority Educational Need(s)

- ❑ *Based on the “Effect of the Disability”*
 - ❑ *Direct link to the annual goal(s)*
-

Making the ESY Determination

- ***Based on what? The Present Level Statement!***
 - ☹ *Jessica needs help to feed herself. Her priority educational need is to learn to feed herself.*
 - ☺ *Based on teacher observation and parent reports, Jessica requires physical prompts and verbal reminders to use adapted utensils for eating. She has difficulty controlling them, and has accurate aim approximately 50% of the time. She is beginning to use a spoon, but is unable to spear or lift food with a fork.*
-

Making the ESY Determination

- ***Based on what? Data!***

Observable, measurable annual goals, including benchmarks and short-term objectives, are the key to collecting useful data.

- ☹ *Jessica will increase independent functioning skills to feed herself, with 80% accuracy.*
 - 😊 *During snacks and meals at school, Jessica will correctly use an adapted spoon to feed herself, with assistance, during all meals for three consecutive days.*
-

Making the ESY Determination

- *Based on what? **Data!***
 - *Critical life skill areas to consider:*
 - *Academics (or, for pre-K, developmentally appropriate pre-academic skills)*
 - *Communication*
 - *Independent Functioning and Self-Sufficiency*
 - *Social/Emotional Development or Behavior*
-

Making the ESY Determination

- *Based on what? **Data!***
 - *Do the data indicate the likelihood that significant **regression** will occur in critical life skills and that those skills cannot be recouped within a reasonable amount of time without ESY services?*
-

Making the ESY Determination

- *Based on what? **Data!***
 - *Do the data indicate that the student is at a **crucial stage** in the development of a critical life skill, and a lapse in services would substantially jeopardize the student's chances of learning that skill?*
-

Making the ESY Determination

- *Based on what? **Data!***
 - *Is the **nature or severity** of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services?*
 - *This may include **emerging skills** as well as **critical points of instruction** on existing skills.*
-

Making the ESY Determination

- ***Based on what? Data!***
 - *Are there extenuating circumstances pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services?*
-

Making the ESY Determination

- ***Based on what? Data!***

- ***Data** collected over the course of the school year, including before and after scheduled breaks in instruction, should be used to frame the determination of need.*
 - *The determination of need for ESY services is ultimately an IEP or FSP team decision, based on the unique and individual needs of the student.*
-

Making the ESY Determination

- ***Based on what? FAPE!***

- ❑ *based on the IEP as a whole, choose goals to be targeted during ESY to ensure FAPE*
 - ❑ *ESY services may or may not look like the traditional school year—type, frequency, amount, and/or location may differ*
 - ❑ *ESY services may include related services only, if appropriate*
-

Least Restrictive Environment

- *The LRE requirement applies during ESY.*
 - *The LRE for the duration of ESY services may differ from the LRE for the duration of the IEP in effect for the school year.*
 - *The LRE for the duration of ESY services is based on the specific goals targeted for that period.*
-


ESY

and

EASY IEP (SEDS)

The ***Extended School Year*** (ESY) page allows the team to document its decisions related to ESY, including the need for ESY, rationale, services, and goals.

1. First, you must document a recommendation regarding ESY.
 - A. If the recommendation is “No,” you are not required to complete anything else on the page and may move to the next section.
 - B. If the recommendation is “To be determined at a later date,” you will be required to complete some of steps included below.

Extended School Year		Section Help
After review the IEP team RECOMMENDS the provision of an extended school year program for the student:		
<div>No ▼</div>		
Rationale:		
<div></div>		
		

C. If the recommendation is “Yes,” you will be required to complete all of the steps below.

2. Document the rationale for the provision of ESY services by marking each applicable statement with a check mark.

3. Enter a narrative explanation as the rationale for the recommendation of ESY.

Extended School Year

[Section Help](#)

After review the IEP team **RECOMMENDS** the provision of an extended school year program for the student:

Yes

Extended School Year Eligibility Determination

NOTE: If the team checks 4 or more of these conditions, the student may be eligible for ESY services.

- ☐ The nature or severity of the disability prevents the student from receiving measurable benefits from the educational program during the regular school year.
- ☐ The student will demonstrate substantial regression in critical skills without ESY, thus preventing him/her from receiving measurable benefit from the educational program during the regular school year.
- ☐ The student has demonstrated emerging skills/breakthrough in critical skills, which will be lost without ESY Services, thus preventing him/her from receiving some benefit from the educational program during the regular school year.
- ☐ There are interfering behaviors, such as stereotypic, ritualistic, aggressive, or self-injurious, which will prevent the student from receiving measurable benefit from an educational program during the regular school year.
- ☐ There are circumstances (i.e., vocational needs, interaction with non-disabled peers, ability of child's parent to provide structure in the home), which prevent the student from receiving measurable benefit from an educational program during the regular school year.
- ☐ The student needs ESY to maintain current level of information, skills, and behaviors in areas necessary for self-sufficiency.

Rationale:



If the team recommends ESY, the IEP must include ESY Goals and Services.

ESY Goals:

[Section Help](#)

Denote ESY Goals

Add New ESY Goals

ESY Special Education Services:

[Section Help](#)

Denote ESY Special Education Service

Add ESY Special Education Service

ESY Related Services:

[Section Help](#)

Denote ESY Related Service

Add ESY Related Service

4. Enter ESY goals by either selecting from a list of current goals, or enter others

A. Select from a list of current goals.

Denote ESY Goals		
ESY	Annual Goal	Area
<input type="checkbox"/>	To demonstrate functional in-hand manipulation skills, student will reposition pencil from tip to eraser in 4 out of 5 trials.	Motor Skills/ Physical Development
<input type="checkbox"/>	Given 10 single digit addition problems, John will complete the problems without the use of a calculator in 7 out of 10 trials.	Academic-Mathematics
<input type="checkbox"/>	Given instructional level text, John will read two paragraphs without the assistance of instructor in 3 out of 5 pages.	Academic-Reading
<input type="checkbox"/>	Student will be able to answer "Wh?" questions with 80% accuracy.	Communication/ Speech and Language

ESY Goals:

Del	Position	Goal	Functional Area(s)	Details
<input type="checkbox"/>	1 of 5	To demonstrate functional in-hand manipulation skills, student will reposition pencil from tip to eraser in 4 out of 5 trials.	Motor Skills/ Physical Development	<input type="button" value="Details"/>

4A. Selecting from a list of current goals (continued)

Goal Details								
Area of Need:								
Annual Goal:	<div>To demonstrate functional in-hand manipulation skills, student will reposition pencil from tip to eraser in 4 out of 5 trials.</div> <div>abc</div>							
Baseline:	<div></div> <div>abc</div>							
Anticipated Date of Achievement:	<div></div> <div>12</div>							
Eval Procedures / Schedules:	<table><thead><tr><th>Evaluation Procedures</th><th>Evaluation Schedules</th></tr></thead><tbody><tr><td><div></div></td><td><div></div></td></tr><tr><td><div></div></td><td><div></div></td></tr></tbody></table>		Evaluation Procedures	Evaluation Schedules	<div></div>	<div></div>	<div></div>	<div></div>
Evaluation Procedures	Evaluation Schedules							
<div></div>	<div></div>							
<div></div>	<div></div>							

4B. Create New ESY Goals

ESY Goals:

[Section Help](#)

Denote ESY Goals

Add New ESY Goals

ESY Special Education Services:

[Section Help](#)

Denote ESY Special Education Service

Add ESY Special Education Service

ESY Related Services:

[Section Help](#)

Denote ESY Related Service

Add ESY Related Service

Enter custom annual goal



<< Back

Save & Continue >>

Complete each field of the Goal Details section: *Annual Goal*, *Baseline*, *Anticipated Date of Achievement*, and *Evaluation Procedures/Schedules*

Goal Details							
Area of Need:							
Annual Goal:	<div></div> <div>abc ✓</div>						
Baseline:	<div></div> <div>abc ✓</div>						
Anticipated Date of Achievement:	<div></div> <div>12 31</div>						
Eval Procedures / Schedules:	<table border="1"><thead><tr><th>Evaluation Procedures</th><th>Evaluation Schedules</th></tr></thead><tbody><tr><td><div></div></td><td><div></div></td></tr><tr><td><div></div></td><td><div></div></td></tr></tbody></table>	Evaluation Procedures	Evaluation Schedules	<div></div>	<div></div>	<div></div>	<div></div>
	Evaluation Procedures	Evaluation Schedules					
<div></div>	<div></div>						
<div></div>	<div></div>						

5. Enter ESY Special Ed Services by either selecting from a list of current services or enter others.

A. To select from a list of current services or

B. Add new or different services.

6. Enter ESY related services by either selecting from a list of current services or enter others by using the same steps outlined in #5.

Denote ESY Special Ed Services					
ESY	Service	Location	Amount of Time	Begin Date	End Date
<input type="checkbox"/>	Specialized Instruction	Outside General Education	5 hour(s) per week		
<input type="checkbox"/>	Adapted Physical Education	Outside General Education	1 hour(s) per week		

ESY Special Education Services: Section Help						
Del	Service	Setting	Amount of Time	Begin Date	End Date	Details
<input type="checkbox"/>	Specialized Instruction	<input type="text"/>	<input type="text"/> min <input type="text"/> per <input type="text"/> day	<input type="text"/>	<input type="text"/>	<input type="button" value="Details"/>

Service	Begin Date	End Date
<input type="text" value="-none-"/>	<input type="text"/>	<input type="text"/>
Setting	Amount of Time	
<input type="text" value="Outside General Education"/>	<input type="text"/> min <input type="text"/> per <input type="text"/> day	

Summary

There is no magic formula!

- *Will the provision of FAPE be jeopardized for the student if ESY services are not provided?*
 - *ESY cannot be pre-determined based on disability, type of placement, or administrative convenience.*
 - *The need for ESY services is an IEP team decision based on the unique needs of the individual.*
-

Questions and Answers

Contact Information

Office of the State Superintendent of Education, Training and Technical Assistance

- Charlene Roach-Glymph – Least Restrictive Environment and Inclusive Practices
 - Charlene.Roach-glymph@dc.gov